

# ROUTING AND RECORD SHEET

**SUBJECT:** (Optional)

Curriculum Committee Meeting

**FROM:** ADC/OTE  
1025 C of C

EXTENSION

NO.

STAT

DATE

12 July 1985

**TO:** (Officer designation, room number, and building)

DATE

OFFICER'S  
INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1. ~~DA/OTE~~  
~~DB/OTE~~  
EXO/OTE

2. C/Plans Group

3. C/CBTG

4. ~~C/AD~~

5. C/MPG

6. C/TSD

7. C/LTD

8. C/MATD

9. C/ITD

10. C/ISTD

11. C/CTD

12. C/WOTS

15.

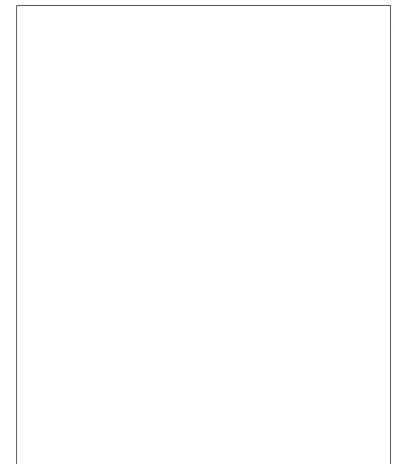
I have had to split the C.C. into two parts--25 July and 1 August. Attached is a work up on course proposal for S&T Writing. No other material has been sent, and I assume is not required for either session.

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**AGENDA**  
**OTE CURRICULUM COMMITTEE MEETING**  
**25 July 1985**  
**1000 HOURS, 1025 CofC**

Because of the substantial amount of Curriculum Committee business, we will need to have two meetings. For the **Thursday, 25 July** meeting; the Agenda is:

1000-1030	Curriculum Membership and Budget Resources
1030-1145	DO Needs Survey
1100-1115	S&T Writing Course
1115-1130	Training Program for Secretaries
1130-1200	Training for DI Intelligence Assistants

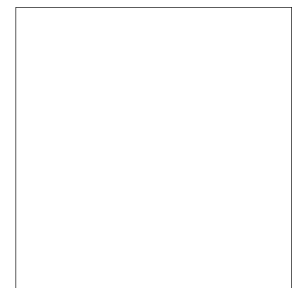


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We will also meet at **0900 on Thursday, 1 August 1985**. The Agenda is:

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0900-0930	Advanced Intelligence Seminar
0930-1000	Looking Glass
1000-1030	Evaluation of GIMS
1030-1100	OTE Catalog



**ROUTING AND RECORD SHEET****SUBJECT:** (Optional)

Curriculum Committee Review of "Writing in the DS&amp;T" Course

**FROM:**C/Topical Issues Branch, ITD  
926 C of C**EXTENSION****NO.**

STAT

**DATE**

8 July 1985

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**TO:** (Officer designation, room number, and building)**DATE**

RECEIVED

FORWARDED

**OFFICER'S INITIALS****COMMENTS** (Number each comment to show from whom to whom. Draw a line across column after each comment.)1. C/ITD/OTE  
926 C of C

7/8/85

J

1. Please review this course for discussion in the 25 July Curriculum Committee meeting.

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5. Members of Curriculum Committee

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8 July 1985

MEMORANDUM FOR: Members of the Office of Training and  
Education Curriculum Committee

FROM:   
Chief, Topical Issues Branch

SUBJECT: Curriculum Committee New Course Checklist

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1. As part of the DS&T Training Program, the Topical Issues Branch (TIB) is planning to conduct a five day course entitled "Writing in the DS&T" in the Chamber of Commerce Building during the period 26 - 30 August 1985. The objective of this course is to provide DS&T professionals with the skills necessary to produce a finished written product on a technical subject. This is one of the highest priority courses identified during our DS&T needs assessment which was approved by the DS&T and the Office of Training and Education (OTE).

2. The specific content of the course was identified and validated through our needs assessment of the DS&T using a questionnaire and follow-up interviews with experts from various offices. The course was designed in close coordination with writing experts in the Intelligence Training and Management and Administrative Training Divisions of OTE. Although the course is designed for DS&T professional level employees, other directorates may send students on a space-available basis. The maximum size of the class is 15.

3. A variety of instructional methods are planned for this course to include lecture, group discussion, individual and team exercises. Students will also be provided a handbook and a checklist for writing in the DS&T.

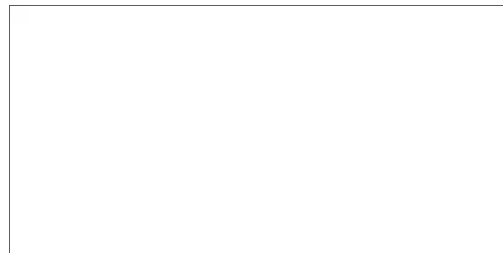
4. The course will be conducted by contract personnel (Dr. Susan Dunkle) with instructional support from TIB staff and substantive expertise from both OTE and the DS&T. Total cost of the course, which will initially be funded by the DS&T is projected at \$10,000 for FY-85 and \$35,000 for FY-86. The bulk of this cost is for consultant fees, although about \$1,000 will be required for supplies (binders). Each running of the course will require an estimated eight man-days of OTE staff time  and about two man-days of training assistant time

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SUBJECT: Curriculum Committee New Course Checklist

5. The DS&T has expressed strong interest in this course both in our needs assessment and in a recent count of students who would attend the course. The projected demand as revealed in the recently completed DS&T FY-86 training program call is for eight runnings. We may only be able to provide five runnings in FY-86 because of room availability. At this time little marketing is required.

6. We have researched ways to evaluate this course in terms of student behavior on the job. Evaluation of the course content and student performance will be at three levels: the students' supervisor, the instructor, and the student. Supervisors will be asked before the course starts to review and approve the course objective and performance criteria, and to review their employee's performance before taking the course using specific criteria. Supervisors will be asked to do this evaluation again using the same criteria six months after their employee has completed the course. The instructor will compare these two evaluations to determine if the classroom skills have been successfully transferred to the job. Students, again using the same criteria, will indicate at the conclusion of the course the impact training has had on their writing skills. This process will be augmented by selected follow-up interviews with students and supervisors after the students have returned to the job. The specific details of this evaluation process will be presented for discussion at the Curriculum Committee review session.



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**WRITING IN THE DS&T**

26 - 30 August 1985

Room 906  
Chamber of Commerce Building

Office of Training and Education  
Science and Technology Section  
Topical Issues Branch  
Intelligence Training Division

Staff

	Course Director
	Course Coordinator
	Training Assistant

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## WRITING IN THE DS&T

An ability to write clear, concise technical prose affects your success as a professional in the DS&T. This connection was consistently expressed throughout a DS&T-wide assessment of training needs. This course is designed to provide you with the skills to produce a finished written product on a technical subject for your managers and consumers. The program was designed by Dr. Susan Dunkle, Documentation Manager of the Software Engineering Institute at Carnegie-Mellon University. In preparing this program, Dr. Dunkle interviewed experienced writers from various DS&T offices in order to identify the kinds of demands faced by DS&T writers and to incorporate these topics into the program.

## **WRITING IN THE DS&T**

### **Monday, 26 August 1985**

- 0830 - 0930      \* Communication Theory
- 0945 - 1045      \* Spoken Language Versus Written Language
- 1100 - 1200      \* Modes of Writing
- 1300 - 1430      \* Referential Writing
- 1445 - 1615      \* The Documentation Process

### **Tuesday, 27 August 1985**

- 0830 - 0930      \* Audience Types
- 0945 - 1045      \* Strategies for Audience Analysis
- 1100 - 1200      \* Application: Creating an Audience Profile
- 1300 - 1400      \* Rhetorical Purpose
  - \* Motives
  - \* Goals
  - \* Planning
- 1415 - 1515      \* Problem Statements
- 1530 - 1630      \* Application:
  - Defining Purpose for Different DS&T Documents



**Wednesday, 28 August 1985**

- 0830 - 0930      \* Report Design
  - \* Multiple Component Design
  - \* Two Component Design
- 0945 - 1045      \* Orders of Presentation
  - \* Natural
  - \* Logical
  - \* Psychological
- 1100 - 1200      \* Text Generation
- 1300 - 1615      \* Application: Designing a Statement of Work

**Thursday, 29 August 1985**

- 0830 - 1045      \* Discourse Structures
- 1100 - 1200      \* Paragraph Structures
  - \* Topic/comment
- 1300 - 1400      \* Paragraph Structures Continued
  - \* Coordination
  - \* Subordination
- 1415 - 1615      \* Application: Writing Effective Summaries

**Friday, 30 August 1985**

- 0830 - 1200      \* Sentence Structure
  - \* Semantic grammar
  - \* Old/New information
  - \* Light/Heavy construction
- 1300 - 1400      \* Editing
- 1415 - 1630      \* Review and Application

**ROUTING AND RECORD SHEET****SUBJECT:** (Optional)

Curriculum Committee Review of Briefing Technical Material Course

**FROM:**C/Topical Issues Branch, ITD  
926 C of C**EXTENSION****NO.****STAT****DATE**

9 July 1985

**STAT****TO:** (Officer designation, room number, and building)**DATE****OFFICER'S INITIALS****COMMENTS** (Number each comment to show from whom to whom. Draw a line across column after each comment.)**RECEIVED****FORWARDED**1. C/ITD/OTE  
926 C of C

7/8/85 →

2. ADC/OTE  
1025 C of C

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3. Members of Curriculum  
Committee1. Please review this course for  
discussion in the 25 July  
Curriculum Committee meeting.

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8 July 1985

MEMORANDUM FOR: Members of the Office of Training and  
Education Curriculum Committee

FROM:

Chief, Topical Issues Branch

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SUBJECT: Curriculum Committee New Course Checklist

1. As part of the DS&T Training Program, the Topical Issues Branch (TIB) is planning to conduct a four day course entitled "Briefing Technical Material" in the Chamber of Commerce Building during the period 23 - 26 September 1985. The objective of this course is to provide DS&T professionals with the skills in briefing technical subjects to non-technical audiences. This is one of the highest priority courses identified during our DS&T needs assessment which was approved by the DS&T and the Office of Training and Education (OTE).

2. The specific content of the course was identified and validated through our needs assessment of the DS&T using a questionnaire and follow-up interviews with experts from various offices. The course was designed in close coordination with briefing experts in Intelligence Training and Management and Administrative Training Divisions of OTE. Although the course is designed for DS&T professional level employees, other directorates may send students on a space-available basis. The maximum size of the class is 15.

3. A variety of instructional methods are planned for this course to include lecture, group discussion, individual and team exercises, demonstrations, video-taped briefings, and individual feedback sessions. Students will also be provided materials and instruction in the art of making viewgraphs, the "lingua franca" of the DS&T. Emphasis will be on briefings as conducted within the DS&T environment.

SUBJECT: Curriculum Committee New Course Checklist

4. The course will be conducted by a team led by a local contractor, Dr. Raymond Falcione, with instructional support from TIB and CTD Staff and substantive expertise from both OTE and the DS&T. Total cost of the course, which will initially be funded by the DS&T is projected at \$13,000 for FY-85 and \$50,000 for FY-86. The bulk of this cost is for consultant fees, although about \$1,000 will be required for supplies (markers, transparencies, pointers). Each running of the course will require an estimated eight man-days of OTE staff time [redacted] and about two man-days of training assistant time [redacted]

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5. The DS&T has expressed strong interest in this course both in our needs assessment and in a recent count of students who would attend the course. The projected demand as revealed in the recently completed DS&T FY-86 training program call is for ten runnings. We may only be able to provide six runnings in FY-86 because of room availability. At this time little marketing is required.

6. We have researched ways to evaluate this course in terms of student behavior on the job. Evaluation of course content and student performance will be at three levels: the students's supervisor, the instructor, and the student. The supervisor will be asked before the course starts to review and approve the course objective and performance criteria, and to review their employee's performance before taking the course using specific criteria. The supervisors will be asked to assign them a briefing at the earliest opportunity and to provide the course instructor feedback on their employee's performance. The instructor will evaluate the student's performance on two different briefings during the course, using the criteria approved by the supervisor, as well as comparing the two evaluations provided by the supervisor. The students, again using the same criteria, will indicate at the conclusion of the course the impact training has had on their briefing skills. This process will be augmented by selected follow-up interviews with students and supervisors after the students have returned to the job. The specific details of this evaluation process will be presented for discussion at the Curriculum Committee review session.

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BRIEFING TECHNICAL MATERIAL COURSE

23 - 26 September 1985

Room 532

Chamber of Commerce Building

Office of Training and Education  
Intelligence Training Division  
Science and Technology Section  
Topical Issues Branch

Staff



Course Director  
Course Director

STAT



Training Assistant

STAT

## BRIEFING TECHNICAL MATERIAL

An ability to provide effective briefings affects your success as a professional in the DS&T. This connection was consistently expressed throughout a DS&T- wide assessment of training needs. This course is designed to provide you with the skills to effectively brief technical material to your managers and consumers. The program was designed by Dr. Raymond Falcione, Associate Professor and Director of the Speech Communication Division of the University of Maryland. In preparing this program, Dr. Falcione interviewed experienced briefers from various DS&T offices in order to identify the kinds of demands faced by DS&T briefers and to incorporate these topics into the program.

DAY - 1

23 September 1985

0830 - 0845

Introduction and Overview

Ray Falcione  
Professor,  
University of Maryland

0845 - 1000

Feedback on Briefing and Listening Pretests  
& Feedback

Surveys have shown that people generally, have considerable anxiety about speaking in public. The briefing pretest is a way of measuring this anxiety. The briefing pretest openly addresses the apprehension and identifies specific training needs of participants. The listening pretest is a personal profile of how the participants see themselves as listeners. They are asked how they think others would assess them and how they would assess their own listening habits. The feedback session on both pretests includes discussion of perceived strengths and weaknesses and suggestions for overcoming problems.

1000 - 1015

BREAK

1015 - 1115

Basic Laws of Communication

Ray Falcione

The verbal, nonverbal, and environmental impact on one's communication effectiveness...both listening and speaking...will be explored. The specific laws of communication to be discussed include:

1. You cannot not communicate.
2. Information is power. (active listening)
3. The greatest problem with communication is the illusion it has occurred the way we intended. (effective questioning skills)
4. Words don't have meaning--people do.
5. The environment, to a large degree, controls the communication.

Day One (continued)

1115 - 1145      Basic Laws of Communication & the Directorate of Science and Technology (DS&T)      CLASS

In five groups of three, participants will prepare a 3-5 minute briefing on their perception of each of the five laws of communication as they impact...or don't impact...in the DS&T. One person from each group will be responsible for the actual presentation.

1145 - 1300      LUNCH

1300 - 1345      Class Presentation      CLASS

A participant from each group will present a 3-5 minute briefing on the assigned topic. Each briefing will be discussed with the entire group. The instructor will give feedback and solicit comments, questions, and observations from participants.

1345 - 1400      BREAK

1400 - 1500      Briefing within the DS&T      Ray Falcione  
DS&T Briefer(TBD)

A senior DS&T briefer and the instructor will discuss how various factors impact oral presentations. The DS&T briefer will comment on specific examples of office and directorate level presentations.

The factors to be addressed include:

INTRODUCTION:

1. Was the purpose of the briefing made clear?
2. Topic made important?
3. Body of briefing (main points) previewed?



Day 1 (continued)

BODY:

1. Was the message structured effectively?
2. Were the main points balanced?
3. Was effective support given for main points?
4. Were there internal summaries for main points? (paraphrasing, reflecting, summarizing techniques)

STYLE:

1. Was the word choice effective?
2. Terminology too vague, too technical?
3. Choice of terms trigger unintentional reactions?

DELIVERY:

1. Effective use of voice?
2. Effective gestures?
3. Effective eye contact?

OTHER:

1. Effective use of visual aids?
2. Effective Q/A? (open, closed and clarifying question techniques)

1500 - 1515

BREAK

1515 - 1600

Film: "Speaking Effectively to One or One Thousand" Ray Falcione

The film, which reinforces the points covered during the day, will be followed by a discussion.

1600 - 1615

Summary and Preview Ray Falcione

The material presented during the day will be summarized and the agenda for tomorrow previewed.

DAY 2

24 September 1985

0830 - 0915

The Communication Process

Ray Falcione

The instructor will present a brief overview of a communication model. The model is a visual illustration of the communication process which occurs when a person is either presenting or receiving information. This will be followed by a discussion of the verbal and nonverbal barriers which negatively affect good communication.

0915 - 0945

Film: "Pass It On"

This film is a short, but comprehensive vehicle which graphically displays and reinforces the basic listening skills discussed earlier.

0945 - 1000

**BREAK**

1000 - 1045

Listening Exercise

CLASS

Participants will conduct an exercise to reinforce and practice the listening skills learned.

1045 - 1130

Planning a Briefing

Ray Falcione

Effective planning has significant impact on the viability of a briefing. Our instructor will discuss the steps to follow in the planning process.

1. Subject/title of briefing.
2. Date, time, and place of briefing.
3. Who requested?
4. Objectives for the briefing (what will be the immediate results if the briefing is successful?)
5. Audience for the briefing (who are they; what is their general knowledge of, interest in, and attitude toward the subject?)
6. Main Ideas or Concepts the audience must get and retain if the objective of the briefing is to be met.
7. Factual Information necessary to support the main points.

Day 2 (continued)

1130 - 1245      **LUNCH**

1245 - 1345      Using Visual Aids      Ray Falcione  
   William Miller  
   Instructor, OTE

Visual aids can be very important in a briefing if they are prepared and used correctly. Our graphics expert and the instructor will provide and discuss specific examples of both good and bad visual aids.

1345 - 1400      **BREAK**

1400 - 1445      Class Exercise      CLASS

Participants will be divided into teams and given data for conversion into visual aids. The emphasis will be on viewgraphs, the "lingua franca" of the DS&T. Transparencies and marker pens will be provided.

1445 - 1545      Class Presentations      CLASS

A participant from each group will present a 3-5 minute briefing on the assigned material. Each briefing will be discussed in class by the graphics expert and the instructor.

1545 - 1615      **SUMMARY AND PREVIEW**      Ray Falcione

DAY 325 September 1985

0830 - 0930

Film: "What, Me Give  
A Presentation?"Ray Falcione

The film reinforces many of the points concerning, planning, organizing, rehearsing, and presenting briefings. A discussion follows the film.

0930 - 1030

Class Prepares  
Informative BriefingsCLASS

An outline is provided for all participants to begin preparation for a 5-7 minute major informative briefing to be given during the next session. While the outline provided by the instructor gives each participant a suggested structure, the briefing topic and content are provided by the participant, and should deal with real, job-related issues. Each informative briefing will be videotaped and must follow certain guidelines:

1. 5-7 minutes in length.
2. Outline is provided prior to the presentation.
3. Visual aids must be used by all participants.
4. Briefing is to be extemporaneous (should not be memorized or read. Note cards are recommended).
5. Q/A period follows each briefing.

The instructor will be available for help and suggestions during this time.

1030 - 1130Class PresentationsCLASS/RAY FALCIONE,

STAT

Each participant will present a 5-7 minute informative briefing using visual aids, followed by a Q/A period. Each briefing will be videotaped, and following observations from the class, the briefer will receive immediate feedback on their briefings by a staff member in private. The private feedback session allows for more personal and specific feedback.

1130 - 1245

LUNCH

Day 3 (continued)

1245 - 1600	<u>Class Presentations Continued</u>	<u>Class/Ray Falcione, and OTE Instructors</u>
1600 - 1615	<u>Summary and Preview</u>	<u>Ray Falcione</u>

Day 4                      26 September, 1985

0830 - 0915	<u>Persuasive Briefings</u>	<u>Ray Falcione</u>
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The instructor will conduct a lecture/discussion outlining an effective strategy called "Issues Analysis". It is a structured way of developing a persuasive briefing. The four basic issues are:

ILL	(Problem)
BLAME	(Causes)
CURE	(Proposal)
COST	(Benefits)

The lecture/discussion is followed by short exercises designed to reinforce the organizational structure of persuasive briefings. Specifically, a disorganized outline is presented, and the participants are to place the arguments into proper order according to the four issues discussed earlier.

0915 - 1030	<u>Class Prepares</u>	<u>CLASS</u>
	<u>Persuasive Briefings</u>	

The participants will begin preparation for a 20 minute persuasive briefing. The following guidelines are emphasized:

1. All presentations are video-taped.
2. 20 minutes in length.
3. Visual aids must be used.
4. Briefing is to be extemporaneous
5. Outline is to be provided before the briefing.
6. Q/A follows each briefing (Questions should deal with both content and process).

The instructor will be available for help and suggestions during this time.

DAY 4 (continued)

1030 - 1130      Class PresentationsCLASS/RAY FALCIONE,

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Each participant will present a persuasive briefing using visual aids, followed by a Q/A period. Each briefing will be videotaped, and following observations from the class, the briefers will receive immediate feedback on their briefing by a staff member in private. The private feedback session allows for more personal and specific feedback.

1130 - 1245      LUNCH1245 - 1530      Class Presentations Continued

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1530 - 1600

SummaryRay Falcione

The instructor will lead the class through a brief summary of the skills learned in the course.

1600 - 1615

FINAL ADMINISTRATION & EVALUATIONOTE Staff